

## ACADEMIC MAGNET HIGH

1525 Avenue B South  
North Charleston, South Carolina 29405

**GRADES** 9-12 High School

**ENROLLMENT** 468 Students

**PRINCIPAL** Carol Tempel 843-746-1300

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent

8

Good

0

Average

0

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	94.7	98.4	100.0	84.8	84.9	85.1
<b>Passed 2 subtests</b>	4.5	1.6	0.0	8.9	10.1	9.6
<b>Passed 1 subtest</b>	0.8	0.0	0.0	3.9	3.6	3.5
<b>Passed no subtests</b>	0.0	0.0	0.0	2.4	1.4	1.5

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	131	99.2	91	84.6	91	89.0
<b>Gender</b>						
Male	62	98.4	48	87.5	47	89.4
Female	69	100.0	43	81.4	44	88.6
<b>Race or Ethnic Group</b>						
African American	35	100.0	25	68.0	24	87.5
Hispanic	N/A	N/A	0	N/A	0	N/A
White	85	98.8	57	93.0	56	91.1
Other	11	100.0	9	77.8	11	81.8
<b>Disability Status</b>						
Non-speech disabilities	1	I/S	0	N/A	0	N/A
Students without disabilities	130	99.2	91	84.6	91	89.0
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	131	99.2	91	84.6	0	N/A
<b>English Proficiency</b>						
Limited English proficient	4	I/S	0	N/A	2	I/S
Non-LEP	127	99.2	91	84.6	83	95.2
<b>Lunch Status</b>						
Subsidized meals	9	100.0	4	I/S	6	50.0
Full-pay meals	122	99.2	87	86.2	85	91.8

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	84.6	40.5
<b>Seniors who met the SAT requirement</b>	84.6	41.3
<b>Seniors who met the grade point average</b>	100.0	74.6

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 468)				
Retention rate	N/A	N/A	3.5%	7.3%
Attendance rate	97.1%	Down from 99.0%	96.6%	95.5%
Eligible for gifted and talented	53.1%	Up from 40.3%	6.4%	5.1%
With disabilities other than speech	0.7%	Down from 1.5%	7.2%	12.2%
Older than usual for grade	5.8%	Up from 0.4%	4.1%	10.1%
Suspended or expelled	0.0%	No change	1.7%	2.3%
Enrolled in AP/IB programs	99.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	0.0%	No change	0.9%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	0.9%	3.2%
Enrollment in career/technology center courses	32	Down from 480	551	433
Students participating in worked-based experiences	24.5%	Down from 61.5%	24.5%	26.3%
Career/technology students mastering core competencies	84.4%	N/A	85.0%	74.9%
Career/technology completers placed	N/A	N/A	100.0%	99.5%

Teachers (n= 33)

Teachers with advanced degrees	66.7%	Up from 65.8%	67.2%	51.7%
Continuing contract teachers	81.8%	Up from 71.1%	85.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.8%	Down from 84.3%	85.3%	85.1%
Teacher attendance rate	96.0%	Up from 95.9%	96.0%	95.8%
Average teacher salary	\$41,119	Up 2.0%	\$41,640	\$40,303
Prof. development days/teacher	11.1 days	Down from 12.4 days	11.1 days	10.3 days

School

Principal's years at school	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio	19.3 to 1	Down from 20.3 to 1	26.2 to 1	26.2 to 1
Prime instructional time	91.4%	Down from 93.9%	91.6%	90.1%
Dollars spent per pupil*	\$5,755	Up 7.1%	\$5,760	\$6,279
Percent spent on teacher salaries*	65.5%	Up from 61.2%	58.6%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.9%	Up from 83.3%	98.6%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of the Academic Magnet High School is to challenge each student, teacher, and parent with the high expectations of a rigorous curriculum; to provide a learning environment that thoroughly prepares students for college and to be citizens of the world; and to encourage in students self esteem, a sense of global responsibility, and respect for cultural diversity.

The students at AMHS represent all areas of Charleston County and, therefore, make up a diverse population. We are very proud of our students and their academic achievements, which have garnered state and national recognition. The faculty and staff are challenged to continuously stimulate and provide our students with a learning environment that is commensurate with their ability, which will ensure that they will achieve at their highest potential. Our learning environment is designed to motivate the students to ask "Why?" and give them the confidence to question the answer. Interdisciplinary approaches and advanced technology are used to teach students to generate ideas, solve problems, and communicate solutions. Students are encouraged to continue with their personal and academic growth upon graduation and become models for those who follow.

AMHS goals are to prepare students to be successful in admission to the college of their choice, to demonstrate academic excellence by achieving recognition in awards and scholarships, to be successful college students, and to develop commitment to their community. AMHS students are challenged with a curriculum that only offers honors courses and above to earn 26 to 30 Carnegie units, do required community service, and complete and defend a Senior Thesis.

Our students

\*100% completed the school's community service requirement.

\*Won many academic awards, such as Junior Academy of Science, Foreign Language

national exams, art contest, and Low Country Science Awards.

\*Seniors met the school's requirement of having taken 5 AP courses.

\*Over 90% of students participated in clubs and extracurricular activities.

Also, students and staff received support from PTSA and Booster Clubs through volunteers and money to support the curriculum.

AMHS continues to offer our students the tools, skills, knowledge, and instruction which will help them to be successful leaders in all their future endeavors.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	36	106	12
<b>Percent satisfied with learning environment</b>	83.3%	81.9%	91.7%
<b>Percent satisfied with social and physical environment</b>	88.9%	84.0%	58.3%
<b>Percent satisfied with home-school relations</b>	91.7%	90.6%	91.7%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.